Stone Child College
Educator Preparation Program
Bachelor of Science in Elementary Education

Assessment Plan
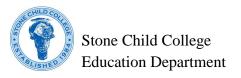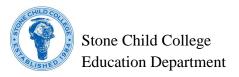**June 2017**

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Assessment Overview

The assessment system for the Education Department at Stone Child College is both formative and summative, and allows faculty and staff to monitor candidates' progress and conduct remediation or provide timely support, as needed. In addition, the Department uses assessment data to make needed changes to the elementary education program that may include revisions to curricula, faculty training, and revising program admission/progression/completion requirements, as well as, revising the assessments themselves.

10.58.315 *(a) maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development; supports continuous improvement that is sustained and evidence-based and that evaluates the effectiveness of its completers; and uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development;*

Candidates are assessed throughout the program with multiple opportunities for reflection and self-assessment. Candidate assessments and evaluations are based on multiple sources of data that will cumulatively collected in a Reflective Growth Plan. The department faculty use formative evaluations at the end of each semester to evaluate the progress of candidates and the program itself.
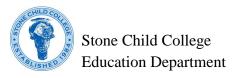
(b) develops a quality assurance system comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness;

Integrated into both clinical experiences is a weekly seminar designed for candidates to seek help and support in areas identified by themselves, their supervising teacher, or school principal. These discussions will be based on InTASC principles and will be recorded on the candidate's Reflective Growth Plan. Information from these discussions will be evaluated and used to ensure timely and consistent growth for each candidate. Additionally, learner outcomes will be assessed using the College's prescribed procedures for all degrees for assessment leading to continuous improvement. See section below.

(c) ensures that its quality assurance system relies on data that are relevant, verifiable, representative, cumulative; provides specific guidance for improvement; and produces empirical evidence that interpretations of data are valid and consistent;

Stone Child College Institutional Assessment

Each year, each SCC academic department assesses both general education learner outcomes and individual program outcomes. Each fall, the faculty committee discusses the general education learner outcome(s) in the rotating cycle to be assessed. Each program of study identifies and discusses ways to measure that outcome within their department using procedures and evidence forms from which all faculty are trained to use. Each degree program submits a form with two identified measurements prior to starting the process,
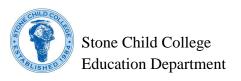
collects the data appropriately during the semester, analyzes data, and reports out to the faculty committee the results and how they intend to use the data for program improvement. For example, this past fall the faculty committee was tasked with measuring the general education student outcome: Students will examine Native American history and culture. The teacher education department decided to measure this outcome using the following two means of assessment: 1) 70% of students completing HPE 285 Principles of Health and Wellness will score an 80% or better on the "How Important is Culture to Wellness Research Project" using a step by step list of project requirements; 2) 70% of students completing EDU 225 Introduction to Educational Psychology will score an 80% or better on the "During your experience at SCC, in what ways did you examine Native American History and Culture Research Project" using a step by step list of project requirements. Although over 70% of the students did score above 80% on these projects, it was difficult to determine if that met the criteria of examining Native American history and culture. It was decided that if we took all of the measurements from individual departments, and if they all were above average, we could agree that they examine Native American history and culture by completion of their degree. From this assessment, the teacher education department reported they would use the results to improve the program by increasing the conversations in the classroom about the effects of N.A. history and culture on a person's health and well-being in a more intentional way and to continue to help students connect culture to learning theories in the Introduction to Educational Psychology course, possibly through weekly journal reflections, etc.

Congruently, each individual educational program identifies learner outcomes for their specific program, and assesses those in the same manner. They may be similar to the general education outcome being measured, or they may be different, depending on the department's rotation cycle. For example, this past year one of the outcomes measured by the teacher education department was: Students will incorporate Chippewa and Cree language, history, and culture into lesson plans. The two forms of measurement were: 1) 70% of students completing EDU 200 Introduction to Education will incorporate Chippewa and Cree language, history, and culture into the lesson plan assignment. 2) 70% of students completing EDU 225 Introduction to Educational Psychology, will incorporate Chippewa and Cree language, history, and culture into the lesson plan assignment. Results showed that 100% of the students incorporated Chippewa and Cree language, history, and culture into lesson plans resulting in a continuation of the assignments and exercises in which students get opportunity to practice this important learner outcome. Since often there are small numbers in some of the classes, data will be aggregated as necessary.

Assessment of Candidate and Program Outcomes

(d) regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes;

Stone Child College faculty and administration have been active participants on the Montana Council of Deans and the CAEP Standard 4 Workgroup. This participation has afforded SCC to be part of the development of the standardized tools and procedures which Montana EPPs will use to assess and analyze

data on PEPP Standards, particularly around candidate and completer impact. These tools have been validated and have been found to be reliable. Additionally, Stone Child College will pilot and analyze data on all assessment tools, in collaboration with the Montana Council of Deans and individually.

(e) ensures that measures of completer impact on P-12 learning and development are based on established best practices, summarized, analyzed, shared widely, and acted upon in decision making related to programs, resource allocation, and future direction; and

The Stone Child Education Department plans to collect data designed to reflect upon the mission of the College and the Department. The quantitative forms of candidate assessment utilize a rubric that collects different levels of data on four domains; (a) The Learner and Learning, (b) Content, (c) Instructional Practice and (d) Professional Responsibility. In order to characterize the knowledge, skills and dispositions of the teacher candidates, rubrics provide for four levels of descriptors, that is, Exemplary, Proficient, Developing, and Unacceptable. Data are gathered from multiple sources, including reflections from the candidates and observations from cooperating teachers. Data analysis for teacher candidate growth and proficiency and for program evaluation will consist of frequencies of the indicators for each of the four domains. This analysis will provide construct validity or the degree to which inferences can legitimately be made from the assessments to the theoretical **constructs** on which these assessments were based. Data analysis will also examine f**ace validity**, or the extent to which a test is subjectively viewed as covering the concept it purports to measure. It refers to the transparency or relevance of a test as it appears to test participants.

(f) assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

Stone Child College plans to share assessment data will all appropriate stakeholders, including the SCC Education Advisory Board. Assessment results from annual outcome/assessment reports will be posted on the SCC website.

Program Evaluation Components

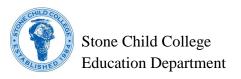### *Instructor/Course Evaluations*
The performance of the instructor and quality of the course are evaluated by candidates at the end of each semester and data are analyzed by the Education Department Head and the Academic Dean.

Employer and Graduate Satisfaction Surveys
Montana Employer and Graduate Satisfaction Surveys have been developed collaboratively through the work of the Montana Council of Deans. Employer and graduate will be sent out in a three-year cycle with a case study in year three. Data will be used to evaluate program strengths and needs.

Education Advisory Board
An Education Advisory Board comprised of members of the professional community acts as an overall advisory board for the Education Department. Membership includes teachers and administrators from the
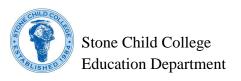
two local public schools (Box Elder and Rocky Boy Elementary) as well as SCC faculty members, Head Start administrators, Tribal Elders, community members, and graduates from the SCC. This group was the initial Steering Committee who was charged to develop a rigorous elementary education degree that meets state and accreditation standards, but is also infused with Chippewa Cree language, culture and history. The inclusion of this group in the assessment and evaluation process ensures that multiple stakeholders are involved and have a shared responsibility for the results.

Summary of Program Assessment Plan and Time Table

Assessment	Audience	Report Dates	Analysis	Program Changes	Person(s) responsible
Employer surveys	Employers of graduates 1-3 years out	Spring 2018	Aggregated data	As indicated by data	Dept. Head
Graduate surveys	Employed graduates of previous year	Spring 2019	Aggregated data	As indicated by data	Dept. Head
Case Studies	Graduates and employers who are willing to participate in focused group discussions or case studies	Spring 2020		As indicated by data	Dept. Head
Course evaluations	Current candidates	Fall/Spring	Aggregated data	As indicated by data	Dept. Head
Education Advisory Board	Community/ Education Professionals serving on board	Fall/Spring	Suggestions from meetings	As indicated by recommendations from data reports	Dept. Head

Assessment of Candidate Proficiencies and Transition Points

Upon entry into the Elementary Education Program, each candidate is assigned to a faculty advisor; these advisors continuously monitor advisee progress and report any requests for assistance to the Education Department Head. The levels of progress are measured on all candidate evaluations of critical assessments

according to "unacceptable, developing, proficient, or exemplary." There are three measured points in the Teacher Education Program. All Stone Child College candidates will be required to build an online Reflective Growth Plan throughout the program which will provide evidence of the candidate's attainment of the skills, dispositions, knowledge, and experiences necessary to be an effective professional educator. This Reflective Growth Plan is a continuous, performance-based process, and is the assessment tool for evaluating and guiding candidates' growth as developing educators.

Process to Ensure that Assessments are Accurate and Consistent

The assessment plan and instruments were developed by the Education Department Head and faculty and were based upon the Montana PEPP Standards 10-58-532, 10-58-501, and the InTASC Principles - *Model Core Teaching Standards and Learning Progressions for Teachers,* and the *Novice Teacher and Novice Teacher Supervisor Surveys (Feuer, Floden, Chudowsky & Alm, 2013).* Faculty discussion and inter-rater reliability training in the use of any the assessment tools will occur regularly, especially while piloting tools and processes. This reliability training will occur through faculty discussions and trainings to ensure inter-rater reliability of all assessment instruments.
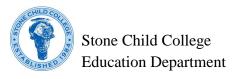
Description of the Primary Critical Assessments of Candidate Proficiency in the Elementary Education Program

1) Elementary Education Content Assessment **- Praxis II (#5018) and completion of the Montana Assessment for Content Knowledge (MACK).**
Candidates must successfully complete the Elementary Education MACK requirements before referral for licensure.

Beginning in the spring of 2013, teacher candidates completing an accredited Educator Preparation Provider (EPP) program in Montana must meet the content knowledge requirements described below to be recommended for licensure/endorsement. This policy is the result of ongoing dialogue and consensus between the Montana Office of Public Instruction (OPI) and the EPPs. This policy ensures consistency across state programs. It also assures Montana school districts that Montana teacher candidates meet the federal Highly Qualified Teacher (HQT) requirements for Montana, as defined by the Elementary and Secondary Education Act (ESEA) of 2001.

The Montana Assessment for Content Knowledge rubric outlined below is used to evaluate teacher candidates and determine a Content Knowledge Score (CKS). The possible range for the CKS is 0-10. Teacher candidates must earn 7 or more CKS points on the Montana Assessment for Content Knowledge to be recommended for licensure/ endorsement by an accredited Montana EPP. Teacher candidates earning fewer than 7 CKS points or who score zero on any of the three rubric components shall not be recommended

for licensure/endorsement. For candidates who receive a score of 1* on rubric components 1, 2, or 3, each Montana EPP will conduct a further individualized review of the candidate's content knowledge and teaching skills, based on established policy, to ensure that the candidate merits recommendation for licensure/endorsement.

1. Assessment of Content Knowledge Coursework GPA
The range for awarding points is 0-4 and will be calculated as follows:

GPA Points

3.50 – 4.00	**4**
3.00 – 3.49	**3**
2.65 – 2.99	**2**
2.00 – 2.64	**1***
Below 2.00	**0**

2. Assessment of Content Knowledge Demonstrated During Student Teaching/ Clinical Practice
The range for awarding points is 0-3 and will be calculated as follows:

Descriptor Points

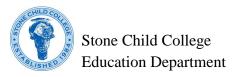|	
Knowledge is Advanced	**3**
Knowledge is Proficient	**2**
Knowledge is Basic	**1***
Knowledge is Insufficient	**0**

Note: The assessment is completed by a cooperating teacher, college or university supervisor, or faculty member.

3. Assessment of Content Knowledge on appropriate Praxis II test
The range for awarding points is 0-3 and will be calculated as follows:

Score Range Points

Meets/Exceeds OPI score	**3**
At least 90 % of OPI score	**2**
At least 80 % of OPI score	**1***
Below 80 % OPI score	**0**

The SCC Elementary Education MACK form with cut scores is attached.

2) *Elementary Education Content Assessment* – Candidate GPA in the following two categories will be calculated after candidate completion of all required courses. **Candidates must have a 3.0 GPA and no grade lower than a C in any required course to be admitted to the Elementary Education Program. Candidates must have an average GPA of 3.0 in the professional education courses listed below for graduation and no grade lower than a C.**

- o **General Education Select Courses GPA includes the following courses:**

  ART 110 Art Appreciation
  WRIT101 College Writing I
  NAS 101 History of Indians in U.S.
  NASX 100 Cree I
  MUS 110 Music Appreciation
  COMX 111 Public Speaking
  PSYX 100 Intro to Psychology
  BIOS 101 General Biology with Lab
  WRIT 201 College Writing II
  M130 Math for Elementary Teachers I
  PHSX 205N Fundamentals of Physics I
  PHSX 206N Fundamentals of Physics lab
  M131 Math for Elementary Teachers II
  PSCI 210 American Government/History
  ESCI 150 Atmospheric Science with lab

- o **Elementary Education Professional Courses GPA**

  EDU 200 Intro to Education

  EDU 220 Human Growth and Development

  EDU 225 Intro to Education Psychology

  EDU 235 Introduction to Indian Education

  EDU 270 Instructional Technology

  EDU 301 Language, Literacy & Text for Children

  EDU 307 Curriculum, Planning and Assessment

  EDU 305 Parent Partnerships and Community Collaboration

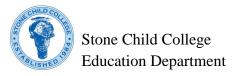 EDU 309 Guiding Social Development and Class Management

  EDU 350 Methods of PE and Health Enhancement with 10 hr. field experience

  EDU 311 Cultures, Diversity and Ed Ethics – includes field trip to MSDB

  EDU 330 Methods: Teaching and Assess. Soc. Studies K-8

  EDU 337 Teaching Exceptional Learners

  EDU 344 Methods: Teaching Reading and Language Arts

EDU 340 Methods: Literacy Assessment, Diagnosis and Instruction

EDU 380 Clinical Experience Level 1- Seminar + 6 hr. per week field (K-3)

EDU 420 Methods: Teaching and Assessing K-8 Mathematics

EDU 430 Methods: Teaching and Assessing K-8 Science

EDU 440 Methods: Teaching Creative Arts (Music, Art, Drama . . .)

EDU 460 Action Research in Education

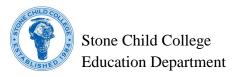EDU 480 Clinical Experience Level 2- Seminar + 10 hr. per week field (4-8)

EDU 490 Student Teaching for Elementary Education

EDU 495 Reflective Practice and Research in Education

3) *Student Teaching Assessment –***Observation Instrument** This assessment is completed at mid-term and as a final evaluation of the Student Teaching Experience by the course instructor or a College Supervisor, the Cooperating Mentor Teacher, and the candidate. Candidate scores for the final evaluation are used as a critical assessment of candidate outcomes.

4) *Impact on Student Learning –* **Action Research Rubric** Candidates will draw conclusions based on their action research project data regarding the impact of their teaching on student learning. Candidates complete the action research project during EDU 495, Reflective Practice and Research in Education, taken concurrently with Student Teaching. Please see the Action Research Rubric attached.

5) *Standards Assessment –Reflective Growth Plan (RGP) for InTASC Standards and the 11 Montana teaching standards (ARM 10.58.501)* within four Domains: "the learner and learning," "content," "instructional practice," and "professional responsibility." Candidates will present their Reflective Growth Plan at three stages during the Elementary Education Bachelor's Program: Stage 1: upon program entry or during the sophomore year; Stage II: before student; and Stage III upon completion of student teaching. During each stage, candidates will develop a digital Reflective Growth Plan reflecting on and documenting their skills, knowledge, dispositions and experiences with regards to each of the InTASC/501 Standards. RGP scores from the final portfolio evaluations will be used as a critical assessment.

6) *Additional Standards Assessment –* **Professional Responsibility and Dispositions**
One of the most important attributes of good teaching and quality teacher preparation is the development of positive, professional dispositions. Teacher candidates must understand the subtleties of professional demeanor, effective conflict resolution, respectful practice, and professional presentation. To this end, the SCC Education Department has established a "Professional Responsibility and Dispositions Seminar and Assessment" with the goal of providing candidates with the strategies and tools they need to successfully interact with peers, professional educators, and community members. This seminar is a requirement for entering the Teacher Education Program (TEP). It is offered each August, just prior to the beginning of the third (junior) year of coursework that marks the beginning of the TEP process.
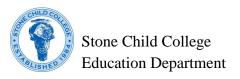
Topics covered in the PRD Seminar include

- Effective conflict resolution techniques
- Methods for ensuring positive interactions with peers and faculty
- Strategies for positive family and school/community connections
- Professional paradigms for oral and written language
- Strategies for TEP success; time management, study skills, TEP logistics
- Tips for maintaining positive demeanor/attitude
- Encouragement and empowerment for teaching in precollege environments
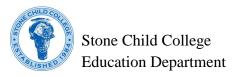
Standards Alignment

Domain 1: The Learner and Learning	Description	PEPPS	Assessment Indicator
InTASC Principle 1: Learner Development	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	10.58.501 (a); 10.58.532 (a)	1.1 Design and implement developmentally learning experiences for all learners
InTASC Principle 2: Learning Differences	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	10.58.501 (b) 10.58.532 (l)	1.2 Ensure an inclusive environment for each learner
InTASC Principle 3: Learning Environments	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.	10.58.501 (c) 10.58.532 (n), (o)	1.3 Develop and maintain a positive learning environment that engages all learners
Domain 2: Content	**Description**	**PEPPS**	**Assessment Indicator**
InTASC Principle 4: Content Knowledge	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	10.58.501 (d) 10.58.532 (b)	2.1 Demonstrate understanding of content area by using central concepts, tools of inquiry, and structure of the discipline;

| | 2.2 Make discipline accessible and meaningful for learners |

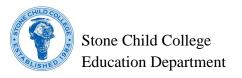| InTASC Principle 5: Application of Content	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	10.58.501 (e) 10.58.532 (c), (d), (e), (f), (g), (h), (i), (m)	2.3 Integrate cross-disciplinary skills, such as critical thinking, problem solving, creativity, and communication to help learners learn the content
Domain 3: Instructional Practice	**Description**	**PEPPS**	**Assessment Indicator**
InTASC Principle 6: Assessment	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	10.58.501 (f) 10.58.532 (p)	3.1 Develop and use multiple methods of assessment
InTASC Principle 7: Planning for Instruction	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	10.58.501 (g) 10.58.532 (k)	3.2 Plan for instruction aligned to content standards
InTASC Principle 8: Instructional Strategies	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	10.58.501 (h) 10.58.532 (J)	3.3 Use a variety of instructional strategies effectively; 3.4 Differentiate instruction for all learners • For students with disabilities • For English language learners 3.5 Use technology effectively to support instruction

Domain 4: Professional Responsibility	Description	PEPPS	Assessment Indicator
InTASC Principle 9: Professional Learning and Ethical Practice	The candidate teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	10.58.501 (i); (j)	4.1 Engage in ongoing professional learning to provide all learners with engaging learning experiences 4.2 Evaluate outcomes of teaching using a variety of data, including systematic observation, information about learners, research to adapt planning and practice 4.3 Reflect on teaching practices to improve instruction
InTASC Principle 10: Leadership and Collaboration	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	10.58.501 (k)	4.4 Work collaboratively with colleagues to meet the needs of all learners
	The teacher demonstrates understanding of and ability to integrate history, cultural heritage, and contemporary status of American Indians and tribes in Montana.	10.58.501 (l)	

Elementary Education Standards MT PEPPS 10.58.532	Courses in addition to EDU 490

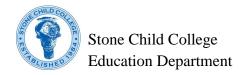| (1) The program requires that successful candidates:	Assessed in…
(a) demonstrate knowledge and understanding of the major concepts, principles, theories, and research related to the development of children and young adolescents and apply these understandings to construct learning opportunities that support individual student development, acquisition of knowledge, and engagement in learning;	EDU 220; EDU 225
(b) demonstrate knowledge, understanding, and use of the central concepts as outlined in Montana content standards, tools of inquiry, and structures of content for students across grades K-8 and engage students in meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels;	EDU 307
(c) demonstrate knowledge and understanding of theory and research and apply knowledge in the areas of language, speaking and listening, reading and writing processes, literature, print and non-print texts, which are inclusive of texts from and about American Indians and tribes in Montana; and technology, and plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creates engagement;	EDU 301, EDU 340 and EDU 344
(d) demonstrate knowledge, understanding, and use of the fundamental concepts of physical, life, earth, and space sciences to design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, to convey the nature of science, the concepts in science and technology, the history and nature of science, including scientific contributions of American Indians and tribes in Montana;	EDU 430
(e) demonstrate knowledge, understanding, and use of the major concepts and procedures that define number operations, algebra, geometry, measurement, data analysis and probability to engage elementary students in problem solving, reasoning, constructing arguments, communication, connections, and representation, including culturally inclusive lessons and examples relating to American Indians and tribes in Montana;	EDU 420
(f) demonstrate knowledge, understanding, and use of the major concepts and modes of inquiry from the social studies, the integrated study of history, government, geography, economics, including personal financial literacy, and an understanding of the social sciences and other related areas to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society, including the cultural diversity of American Indians and tribes in Montana, and interdependent world;	EDU 330
(g) demonstrate knowledge, understanding, and use of the content, functions, and achievements of dance, music, theater, and the visual arts as primary media for communication, inquiry, perspective, and engagement among elementary students, and culturally diverse performing and visual arts inclusive of the works of American Indian	EDU 440

artists and art in Montana;	
(h) demonstrate knowledge, understanding, and use of the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health for all elementary students;	EDU 350
(i) demonstrate knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for all elementary students;	EDU 350
(j) demonstrate knowledge, understanding, and use of interdisciplinary connections to integrate subject matter contents, employing inclusive ideas and issues that engage students' ideas, interests, concerns, and experiences;	EDU 307
(k) plan and implement instructional strategies based on knowledge of individual students, learning theory, content, connections across the curriculum, curricular goals, and community;	EDU 380 and EDU 480
(l) demonstrate understanding of how elementary students, within different populations, including American Indians and tribes in Montana, differ in development and approaches to learning and demonstrate the ability to differentiate instruction for learners of all cognitive abilities;	EDU 235, EDU 311 and EDU 337
(m) demonstrate knowledge of proven instructional strategies and use this knowledge to develop elementary students' ability to use critical thinking, problem solving, and current and emerging technologies;	EDU 270, EDU 380 and EDU 480
(n) demonstrate knowledge and understanding of individual and group motivation and behavior and apply this knowledge and understanding to foster active engagement in learning, self-motivation, and positive interaction and to create supportive learning environments;	EDU 309
(o) use knowledge and understanding of effective verbal, nonverbal, and media communication techniques in elementary learning environments to foster active inquiry, collaboration, and supportive interaction among students; and	EDU 309
(p) demonstrate knowledge and understanding of formative and summative assessment strategies and use this knowledge and understanding to evaluate and ensure the continuous intellectual, social-emotional, and physical development of elementary students.	EDU 307

Stone Child College
Education Department

Stone Child College's Elementary Education Program

Montana Assessment of Content Knowledge (MACK)

Candidate:_____   **Date:**_____

Content Course Work GPA

Course	Course Description	Grade	GPA
ART 110	Art Appreciation		
WRIT101	College Writing I		
NAS 101	History of Indians in U.S.		
NASX 100	Cree I		
MUS 110	Music Appreciation		
COMX 111	Public Speaking		
PSYX 100	Intro to Psychology		
BIOS 101	General Biology with Lab		
WRIT 201	College Writing II		
M130	Math for Elementary Teachers I		
PHSX 205N	Fundamentals of Physics I		
PHSX 206N	Fundamentals of Physics lab		
M131	Math for Elementary Teachers II		
PSCI 210	American Government/History		
ESCI 150	Atmospheric Science with lab		
Average GPA			

GPA	Points
3.50 – 4.00	4
3.00 – 3.49	3
2.65 – 2.99	2
2.00 – 2.64	1*
below 2.00	0

GPA Point Score:_____

Student Teaching Assessment Points

Student Teaching Assessment Score:_____

Descriptor	Points
Knowledge is Advanced	3
Knowledge is Proficient	2
Knowledge is Basic	1*
Knowledge is Insufficient	0

PRAXIS II Elementary Knowledge Test

Praxis II Points:_____

ELEMENTARY EDUCATION 5018	
Score Range	Points
200-163	3
162-147	2
146-130	1*
Below 130	0

Total MACK Score:_____

Meets requirements for licensure:
_____

Reviewed by:_____Date:_____
For candidates receiving a score of 1* on rubric components 1, 2, or 3, each Montana EPP will conduct a further individualized review of the candidate's content knowledge and teaching skills, based on established policy, to ensure that the candidate merits recommendation for licensure/endorsement.

Elementary Education
Assessment Plan

Stone Child College
Education Department

Action Research Project

EDU 495

Candidate: _____Date:_____Instructor:_____

Design and conduct an action research project.

Criteria	Unacceptable (0)	Developing (1)	Proficient (2)	Exemplary (3)
Action research project on assessment of student learning. Includes assessment data (summary of student work) demonstrating what students learned when candidate was teaching three consecutive lessons or a unit. What modifications were made based on student learning? Display as a grid comparing early, middle, and later student learning experiences. **(EDUC 495)** **Score:_____**	No conclusions are drawn or are not based on the data. Several grammar, punctuation, and spelling errors. Writing is not well organized and clear.	Conclusions are drawn from the data and background information, but conclusions are weakly supported by the data. Only a few grammar, punctuation, and spelling errors.	Conclusions are drawn from & supported by the data and background information. Implications for teaching & learning are stated but may not be completely connected to the data. No grammar, punctuation, or spelling errors.	Conclusions are drawn from & clearly supported by the data and background information. Implications for teaching & learning are clearly stated and supported with the data. Appropriate implications for instruction are discussed. No grammar, punctuation, or spelling errors.

Rubric Score _____